

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
January 31 – February 1, 2018**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman (via phone)	Wayne McDevitt
A.L. Collins	Rebecca Taylor
Eric Davis	Olivia Oxendine
Todd Chasteen	Amy White
Greg Alcorn	Reginald Kenan

Also present were:

State Superintendent Mark Johnson	Jason Griffin, Principal of the Year Advisor
Freddie Williamson, Superintendent Advisor	Bobby Cavnar, Teacher of the Year Advisor
Roberta Scott, Local Board Member Advisor	

CALL TO ORDER AND INTRODUCTION

SBE Vice Chairman Collins called the Wednesday session of the State Board of Education meeting to order and declared the Board in official session. He noted that Chairman Cobey was joining the meeting by phone this month. Vice Chairman Collins welcomed all Board members, advisors, staff, onsite visitors and online listeners and noted that today's meeting is audio-streamed and that the agenda and all materials are posted online, accessible on the State Board's meeting website.

Vice Chairman Collins noted that the Board's official meeting day is the first Thursday of the month and that Wednesday preceding is reserved for our committee meetings, issues sessions and our planning and work sessions. Vice Chairman Collins also noted the disruption of the January meeting due to snow and indicated that it was completed on Thursday via conference call to include those members who could not get to the Education Building, along with those staff and members who could get to the Education Building.

Vice Chairman Collins read the Ethics Statement that is required for compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act. He reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. Vice Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

APPROVAL OF AGENDA

As the first order of business, Vice Chairman Collins noted that Board members have had the opportunity to review the February agenda, and asked if there were any requests for changes. Hearing no requests for changes, he requested a motion for approval.

Discussion/Comments:

- There was no further discussion.

<p><i>All upon motion made by <u>Mr. Wayne McDevitt</u> and seconded by <u>Ms. Becky Taylor</u>, the Board voted unanimously to approve the State Board of Education meeting agenda for January 31-February 1.</i></p>
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SBE ISSUES SESSION

Vice Chairman Collins began the meeting with an extended issues session, noting that this month's agenda for Wednesday was quite different than our usual committee meetings, for several reasons.

- The Board will hear an update on the ESSA plan and the response to the feedback from USED and any resulting policy and other changes that we must make as a result.
- The Board needs more conversation about changes to its strategic plan and performance metrics.
- From that work, the Board needs to identify its strategic priorities for the coming year, and
- The Board needs discussions on both increases to the Public School Fund budget, as Governor Cooper has directed them to do, as well as the DPI budget, which requires additional cuts. The conversations on the Board's strategic priorities will guide the discussion on the budget changes.

Vice Chairman Collins reminded everyone that this day was Dr. Fabrizio's last day before his retirement the next day, February 1. The Board will formally recognize Dr. Fabrizio on March 1. Dr. Fabrizio will lead the strategic plan and performance metrics discussions. Vice Chairman Collins noted that during part of today's meeting the Board will break into groups for facilitated discussions. One group will remain in the Board room, and the discussions of that group will be continually broadcast so that online listeners will have some idea of the discussions that were taking place. Vice Chairman Collins then recognized Dr. Lou Fabrizio to begin with the update on the ESSA Plan Approval and Strategic Plan and Performance Metrics.

Dr. Fabrizio reminded the Board that last month he provided an update on the U.S. Department of Education's (USED) response to the ESSA State Plan and the subsequent conversation with the USED. The USED agreed for NCDPI to send drafts of rewrites of certain sections as informal feedback. A conference call to discuss the feedback was held on January 11, 2018. Based on the conversation, it was clear DPI needed to request an extension of time. Dr. Fabrizio noted that the new deadline for submitting is now February 5, 2018. After the February 5 deadline, there is still a likelihood that the USED will still have additional questions or comments. He then introduced Dr. Tammy Howard to present.

Dr. Howard discussed some of the items from the list below.

ESSA Informal Feedback from the U.S. Department of Education (USED) January 11, 2018

The North Carolina Department of Public Instruction's (NCDPI) submitted draft text (not the official response initially scheduled for January 16, 2018) regarding accountability issues to the U.S. Department of Education on January 3, 2018. An informal conference call was held on January 11, 2018. The following informal feedback was discussed (the list is in the order of the December 13, 2017, initial letter from the USED):

1. The English Learners Proficiency Long-term Goal for K–12 was sufficient.
2. The Academic Achievement Indicators' Growth Model descriptions were sufficient; however, the documentation on generating the growth score needs additional clarification. To meet this requirement, we will provide the conversion table for the EVAAS index score and the 50–100-point scale used for growth.
3. School Quality or Student Success (SQSS) denominators must be either all students in a grade or a cohort.
 - a. For ACT WorkKeys, the current denominator of students who are CTE Completers does not meet this criterion. To meet this criterion, the denominator may have to change to be all students in membership in grade 12.
 - b. For Math Course Rigor, the current denominator of graduates does not meet this criteria. To meet this criterion, the denominator will have to change to be all students in membership in grade 12.

Both will only require changes to accountability business rules; no changes to State Board Policy or state statute. The impact of these changes is that the percent of students who meet the benchmark will be a lower percent than currently reported, more so for ACT WorkKeys than Math Course Rigor.

The USED did note that with the additional information on the inclusion of a statewide assessment as 20 percent of a student's final grade for NC Math 3, there are no longer any concerns about the Math Course Rigor being an acceptable statewide indicator.

4. Additional information on the State's System of Meaningful Differentiation is sufficient.
5. Weighting of indicators continues to be discussed as the State must ensure the SQSS indicators do not have more weight than the Academic indicators in the model. This is an issue only with the high school model because the SQSS indicators are included in the Achievement calculation of 80 percent. The NCDPI will draft additional explanation and cite the state statute.
6. Different Methodology for Annual Meaningful Differentiation (School Performance Grade) does not meet the requirement for every school to have a designation. Only schools with insufficient data for a letter grade may use a different methodology, such as K-2 schools and small schools. This requires a change to State Board Policy ACCT-038 because it allows some schools not to

have an A-F letter grade although they may have sufficient data to have a letter grade. Schools with sufficient data, regardless of school type, must receive a letter grade. NCDPI recommends offering schools that do not have sufficient data for a letter grade designation two options: (a) If possible, all data from the school will be returned to the school(s) where its students would have been enrolled, and the school with insufficient data will assume the letter grade of the school where the highest percentage of its students would have attended. (b) A letter grade will be calculated using at least two school years of ESSA data initially and beginning with the 2019-20 school year reporting, using three school years of data.

- Ms. White commented that she had a conversation with Mr. Robbie Gupton, President of the NC Association of Alternative Educators who is also the Principal of Mary E. Phillips High School. The Association expressed significant concern about this rubric being applied to alternative schools. Alternative schools typically do very well on EVAAS showing growth, but if measured with 80% proficiency, most of these schools will have either a D or a F rating. This was a concern to them because they are working to reach the most challenged high school students. Ms. White also stated that Mr. Gupton cited the issue of accountability results and principal pay.
- Vice Chairman Collins echoed Ms. White's comments. He commented that the metrics by which we measure the growth of these children and the tremendous success achieved by the teachers cannot be captured with the accountability model. He asked if this was a state problem in which we can change a statute or a federal problem. Dr. Howard replied that it is due to federal law which states if all schools have sufficient data they must have an annual meaningful designation. For North Carolina, that is School Performance Grades. She added that School Performance Grades must meet the requirements of federal law.
- Mr. Williamson commented that part of the conversation needs to be about what is best for those kids. He noted these students are often transient and that an alternative definition must apply because kids need a different setting with flexibility.
- Superintendent Johnson commented that it was good for the Board to know when to push back to the USED. Superintendent Johnson stated he supported the Board continuing to address this issue.
- Mr. Davis asked if there was a way to modify School Performance Grades to solve this problem. Dr. Howard replied the intention was to transition the School Performance Grades as the established accountability model in the State of North Carolina and to have minimal change to it, other than what was required by ESSA. In this case, to make changes to the entire model for a subset of schools would be the question discussed.
- Vice Chairman Collins stated that there was a consensus from everyone around the table that we would like to keep what we have. Perhaps the Board needs to receive from staff, including the Superintendent, a recommendation of how to proceed. Vice Chairman Collins noted to the Board to be prepared on Thursday to accept a recommendation that satisfies the USED or except a path forward in which the Board makes a meaningful challenge to preserve the State Board policy. Superintendent Johnson stated this was acceptable to him.
- The remaining accountability issues cited in the December 13 letter were sufficient.

Vice Chairman Collins then recognized Dr. Fabrizio. Dr. Fabrizio first referenced the two-page SBE Strategic Plan with goals and objectives, plus ESSA domains. Dr. Fabrizio noted that this document provides the highest level quick-change that has occurred. Dr. Fabrizio then referenced the SBE Strategic Plan with recommended changes in red: as of January 26, 2018. He stated the sentence that was added "Performance metrics are provided for the following SBE Goals and Objectives." Dr. Fabrizio reminded the Board that last month our recommendation was to call this the State Board's Performance Metrics.

He then highlighted some of the measures within the 33-page SBE Strategic Plan. Dr. Fabrizio spoke specifically about the new Goal Six -- Ensure equity of educational opportunity for all students and noted that Measure 6.3a builds in subgroup test scores that are in DPI's ESSA plan. Periodic reporting on the SBE Strategic Plan will take place over time, the percentages of subgroup scores that are meeting the ESSA yearly measures of interim progress starting with grades three through eight in reading; the state-level high school reading assessment results that will be broken out into subgroups; end-of-grade math broken out by subgroups; end-of-course assessment at the high school level; building in measures that look at the percentage of female test scores at or above the college and career readiness standards on the EOGs and EOCs, as well as measures that look at the percentage of male students at or above the college and career ready standards levels of EOGs and EOCs.

State Board of Education Strategic Plan

Proposed changes below in red as of January 26, 2018

Vision: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen *through access to needed resources and rigor.*

Mission: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina *that guarantees every student in this state an opportunity to receive a sound basic education.*

Goals	Objectives
1. Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship	<ol style="list-style-type: none"> 1. Increase the cohort graduation rate 2. Graduate students prepared for post-secondary education 3. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers 4. Reduce the percentage of students needing remediation in post-secondary education 5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)
2. Every student has a personalized education	<ol style="list-style-type: none"> 1. Increase the number of students who graduate from high school with post-secondary credit 2. Increase the number of teachers and students using digital learning tools 3. Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-ready 4. Increase the number of charter schools meeting academic, operational, and financial goals 5. Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State (Moved to 6.1)
3. Every student, every day has excellent educators	<ol style="list-style-type: none"> 1. Develop and support highly effective teachers 2. Develop and support highly effective principals 3. Increase the number of teachers graduating from quality traditional and alternative educator preparation programs 4. Increase the number of principals graduating from quality traditional and alternative educator preparation programs 5. Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.
4. Every school district has up-to-date financial, business, and technology systems to serve	<ol style="list-style-type: none"> 1. Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives 2. Use Home Base as an essential resource for instructional delivery and communications with parents and students

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its students, parents and educators	3. Use State and federal funding according to State and federal laws and State Board of Education policies
5. Every student is healthy, safe, and responsible	<ol style="list-style-type: none"> 1. Create and maintain a safe and respectful school environment 2. Promote healthy, active lifestyles for students 3. Decrease the number of students who are chronically absent, dropout, or suspended out of school 4. Decrease violence and crime in schools
6. Ensure equity of educational opportunity for all students	1. Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State (Moved from Objective 2.5)

North Carolina's Personalized Digital Age Learning Theory of Action & Programs Included in the Consolidated State Plan

Title I	Part A: Improving Basic Programs Operated by Local Educational Agencies (i.e. Challenging State Academic Standards and Assessments) Part C: Education of Migratory Children Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II	Part A: Supporting Effective Instruction (i.e. Efforts to Improve Student Achievement)
Title III	Part A, Subpart 1: English Language Acquisition and Language Enhancement
Title IV	Part A: Student Support and Academic Enrichment Grants Part B: 21 st Century Community Learning Centers
Title V	Part B, Subpart 2: Rural and Low-Income School Program
Title VII	Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act

Dr. Pitre-Martin then led the discussion on a process for aligning the ESSA domains with the Board's goals and strategic priorities. This discussion will lead into the afternoon budget discussion. The one-page strategic plan includes the program areas from ESSA. Dr. Pitre-Martin began the facilitation with a multi-voting activity to determine SBE priorities regarding the six goals. The Board then broke into groups to have a SWOT analysis to analyze the strengths, weaknesses, opportunities and threats in focusing on certain high priorities and goals. Dr. Amy Jablonski provided instructions on how participants will move on the facilitation portion for today.

Vice Chairman Collins also formally recognized the new State Board of Education attorney, Mr. Eric Snider, before the two discussion groups began.

Following the facilitation discussion groups, Vice Chairman Collins recognized Mr. Adam Levinson to lead the budget discussion. Mr. Levinson stated that the natural next step is for the Board to think about what resources are needed to accomplish the Board's priorities. He noted that there were two components: the primary focus was on the State Public School Fund which represents the dollars that go to schools, school districts, and charter schools. The other focus is the DPI budget. Mr. Levinson noted that DPI had received a letter from the Governor's Office requested that the Board submit a budget reflecting a 2% increase. He also shared that the supplemental budget recommendations must be submitted after the March 1, 2018, SBE meeting.

Mr. Levinson referenced attachment six -- State Board 2017-19 Budget Request which was an excerpt from an October 2017 presentation. A second attachment was a high-level representation of their request of \$534 million which was broken out into six buckets, focusing on what it would take to help teachers be successful in the classroom and the critical primary relationship with students. He added that in April, the Fiscal Research Division asked DPI for a prioritized list. A third attachment was a smaller list that was a subset of the larger list that was shared with the Legislative Appropriations group in April. He noted that the Board did not have to ask for any of this and could start fresh if they chose to. He talked about what was requested and what was appropriated.

Mr. Levinson discussed the core agency budget excluding NCCAT and the residential schools, noting that this was the agency that supports the districts, administers funds, monitors, etc. He shared how the funding breaks out in terms of the state budget, but noted there are significant federal dollars and other dollars which are various types of receipts. He noted that in thinking about the \$5.1 million cut that is supposed to go into place in 2018–2019, would the core agency budget that was not excluded from reduction. Also as part of the reduction legislation, there are some categories of this core agency budget that cannot be reduced. So, when thinking about what the Board would be reducing from, this was it. Mr. Levinson shared that the \$5.1 million would be approximately 10 ½% of the core agency budget. Mr. McDevitt asked if was the requirement that the Board do that in advance of the cut. Mr. Collins commented that if the bulk of the budget categories from which the Board can cut our salaries and benefits, and with that requires a riff notice of 60 days -- which means the decision has to be made prior to April 30, 2018. Mr. Alcorn stated it was important to have everyone involved in the core agency reduction process and should be discussed while Superintendent Johnson was present.

Vice Chairman Collins recognized Dr. Pitre-Martin to continue the budget discussion from the activity with the two groups on the six goals. From the activity the six goals were prioritized in a certain order. She then shared the order as follows:

- Every student every day has excellent educators
- Every student in the NC public school system graduates from high school prepared for work, further education and citizenship
- Ensuring equity of educational opportunities for all students
- Every student is healthy, safe and responsible
- Every student has a personalized education
- Every school district has up-to-date financial business and technology systems to serve its students, parents and educators

Dr. Jablonski shared some strengths, weaknesses, threats and opportunities and discussions on how they should link the priorities to resources. She stated that they did a synthesizing activity to bring together all the ideas that were shared between the two groups. She also shared strengths that were mentioned internally were about North Carolina strong educators, strength of multiple models of education, early colleges, NCVPS, magnet schools, charters and the expertise within the building to help with the work. The weaknesses in general resources were the overall lack of resources within the agency; teacher certification process; governance -- how we can influence outside entities and even within the department or outside of the department as we are set up as an agency. These synthesized ideas for opportunities outside focus on communication and collaboration with multiple outside stakeholders; opportunities of new pathways to grow our North Carolina educators specifically; to securely share data across agencies; to look at our educational leaders, opportunities to help them get to their goals that were prioritized leaders. Outside threats in a broad spectrum, arrays of political influences, environmental influences, social influences, and technological pieces. The Board then moved back into their small groups to work through a hybrid of the protocol to get to the big ideas of how they could get to those goals matching with budget ideas. The facilitators walked them through this process.

Vice Chairman Collins recognized Dr. Pitre-Martin to complete the budget discussion. She thanked Dr. Amy Jablonski, Mr. Bill Hussey, Dr. Eliz Colbert, and Mr. Hunter Huffman for facilitating the Board through this process. She noted that they would share the common themes from both groups.

Dr. Jablonski thanked the Board for participating in the facilitation that has helped them get to these buckets. She provided a summary which included under goal two investing in pre-K, having solid partnerships, creating individual pathways for high school graduation and later success, having investment in building qualified teachers. Under goal three to invest in educators. Focus on growing our own educators through multiple pathways. Consider expanding the entire professional educator salary; invest in increased training opportunities, specifically digital training opportunities for our professional educators to help also with equity; also thinking about our licensure process and investing in systems that expedite that; focus on branding for educators in general. Within goal six a push for more instructional resources specifically aligned with the North Carolina Standard Course of Study focusing also digital resources with that alignment to help our educators which would help with equity of education of opportunities for all students. Within goal four, focus on improving technology which could focus on the connectivity or the quality of technology resources that our students would be using. Dr. Jablonski noted that there was a common theme between two goals to overall rethink our testing and how that impacts our teachers and our students.

Mr. Alcorn asked about growing local teachers and stated that it appears it was at no cost. Mr. Cavnar replied that we need to stop saying, how do we recruit teachers to North Carolina, and start talking about how do we recruit young people to become teachers who already have other reasons for living in North Carolina. He added that we need to be more specific in how we recruit and how we target students who have reasons to stay in those communities long-term. Vice Chairman Collins reminded everyone that our own Teacher of the Year, Ms. Lisa Godwin was a perfect example who was once a school bus driver and a teacher assistant. Mr. Coles shared that one of the things that Governor Cooper has tasked the Education Cabinet to look at how they can better retain teachers in our public schools. He shared that there are some growing partnerships for example, UNC Pembroke and Robinson Community College have developed a program where students are on the community college campus taking classes from UNC Pembroke and Teaching Assistant Programs with Campbell University. Mr. Coles added that Governor Cooper was looking at models on how we can expand some of these partnerships to try to get at some of these issues that have been discussed today.

Mr. Alcorn noted that this would be a multistep process, beginning with taking this information received today, bring it back to the BSOP Committee to put together a draft of suggestions on how they correspond to the expansion budget. Then send it to the Board and Superintendent Johnson for review. Get that back to the BSOP Committee for a final draft for the next meeting agenda to go over.

Vice Chairman Collins asked Mr. Alcorn for an overview of the cuts that are required. Mr. Alcorn reported that the BSOP Committee was looking at that and plan to present next month and asked Superintendent Johnson to walk the Board through the process.

Superintendent Johnson thanked everyone for engaging in productive work today and felt that it will help with the work that is going to be happening over the next month. He noted that his staff was working with the leadership of DPI and your staff are working on a good report that digs down into each division and gives the Board the level of understanding of where money was being allocated per division for example, how many employees are in each division, and the goals of the employees. Superintendent Johnson shared that he was very optimistic because he has seen some of the work coming in and the division leaders have done a great job. He noted that once the Board has that then they will have a clearer picture of how everything discussed today ties into what was going on here in the building and can better inform the Board on where all the money was being allocated in this building. He also shared that he was very excited about the Operational Review which will begin next week. Superintendent Johnson added that the work by the third-party Operational Reviewer was going to be very much informed by the actual work we are doing to present the report to the Board. The Board will see what the Operational Reviewer sees as we do this work with the goal of hopefully coming to the Board with this report in a form that they can study before a meeting. He added that we will have to talk about recommendations if the budget cuts do come. Superintendent Johnson stated that the main goal was to have a very productive conversation with staff and the Board which will inform that discussion if the cuts are something we end up having to do.

Mr. McDevitt asked about required timelines. Superintendent Johnson replied that the Governor's expansion request was the most immediate deadline. He said he would also support a request to the General Assembly either to cancel the impending DPI budget cuts or to put a hold on the project until we can have the full report from the Operational Review. Superintendent Johnson stated that the actual timeline to make these cuts will look similar to what they did last summer. He added that we are working with this with an eye on what is going on in the building and are doing it efficiently, making sure that they will get the information to the Board well before the Board would have to make decisions, so that we can bring recommendations and have that productive conversation. Superintendent Johnson also stated if we do have to make those decisions, the Board will have plenty of time to review all the information and recommendations.

Vice Chairman Collins continued to question the cuts to the department, noting that cuts obviously must come from current personnel;

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he noted that notification letters must be sent 60 days in advance. Vice Chairman Collins asked would we be able to make that framework and asked Superintendent Johnson what was his plan. Superintendent Johnson asked for someone to speak to the actual notice that was required. Mr. Snider replied that there is a 30-day written notice that must be provided to employees who are subject to a riff, however, moving through OSHR, who assembles a plan, it really was closer to a 60-day amount of time. Superintendent Johnson reminded the Board that was not what they did last go around last summer. He added that they could backfill that with other sources of funding and extend that. Superintendent Johnson stated that we definitely do not want to be voting on potential cuts to this department and approving those cuts if the General Assembly was not in session yet; and when we want to go to lobby the General Assembly saying, "don't make these cuts." Vice Chairman Collins asked if this information will be part of Superintendent Johnson's report in March. Superintendent Johnson replied yes, that would have to be built into the recommendations that will be discussed. Mr. Alcorn asked if there was any sequence of communications from Ernst & Young to the Board. Superintendent Johnson replied that there could be further discussion about that as far as how much the Board would like to be involved. He added if any Board member would like to be involved with updates, that could be arranged.

RECONVENE IN OPEN SESSION

Vice Chairman Collins thanked everyone for their hard work -- Dr. Fabrizio, Dr. Howard, Dr. Pitre-Martin, and Mr. Levinson and everyone else who contributed to the work today.

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its closed session, Vice Chairman Collins called for a motion to go into closed session.

Upon motion made by Mr. Wayne McDevitt and seconded by Mr. Todd Chasteen, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:

- *Carter G. Woodson v. NC State Board of Education*
- *Hoke County v. State of North Carolina*
- *NC State Board of Education v. State of North Carolina and Rules Review Commission*
- *NC State Board of Education v. State of North Carolina and Mark Johnson*
- *O.V. v. Durham County Public Schools, SBE, Mark Johnson et al.*
- *N.V. v. Wake County Public Schools, SBE, Mark Johnson et al.*
- *Deminski v. SBE and Pitt County Board of Education*

Upon motion made by Dr. Olivia Oxendine and seconded by Ms. Tricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, February 1, 2018, at 9:00 a.m.

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North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
February 1, 2018**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman (via phone)	Wayne McDevitt
A.L. Collins, Vice Chairman	Reginald Kenan
Eric Davis	Olivia Oxendine
Rebecca Taylor	Todd Chasteen
Eric Davis	Amy White
Treasurer Dale Folwell (via phone)	

Also present were:

State Superintendent Mark Johnson	Jason Griffin, Principal of the Year Advisor
Roberta Scott, Local Board Member Advisor	Bobby Cavnar, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Vice Chairman A.L. Collins called the Thursday, February 1, 2018, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, and online listeners to the meeting.

Vice Chairman Collins noted that the Board's agenda was approved yesterday, so the Board will proceed under the approved agenda and all materials are available online at www.ncpublicschools.org at "SBE Meetings." A link to the live audio streaming is located at the bottom of the eBoard agenda.

Vice Chairman Collins noted that yesterday's meeting was spent in an extended Issues Session discussion on the ESSA plan, the Board's strategic plan, and a discussion of upcoming budget challenges. Today's agenda addresses the regular monthly Board agenda items. The Board will proceed through committee meetings and vote on our Action and Action on First Reading items as we go along.

Vice Chairman Collins then read the required Ethics Statement.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Vice Chairman Collins reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. Vice Chairman Collins then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, we bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Pledge of the Allegiance

Ms. Becky Taylor was recognized to lead the Board in the Pledge of Allegiance.

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APPROVAL OF MINUTES

Discussion/Comments:

Vice Chairman Collins requested a motion to approve the minutes of the State Board of Education meeting from January 31 - February 1, 2018.

* There was no discussion.

Upon motion made by Mr. Greg Alcorn, and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the State Board of Education meeting minutes from the December 6-7, 2017.

SPECIAL RECOGNITION

- ***Incoming Local Board of Education Advisor to the State Board of Education***

- Ms. Roberta Scott, Warrant County Schools

Vice Chairman Collins acknowledged special recognitions. He shared that we have already enjoyed the company of Ms. Roberta Scott who is a Board member from Warren County and has been a member for seventeen years, serving in many roles on the Warren County Board of Education. Ms. Roberta Scott is this year's Raleigh Dingman Award winner and will be with the State Board of Education as a Board Advisor for 2018. She has enjoyed a rich career and educational service, including serving as a public school teacher, reading and English teacher for the children of U.S. Military personnel in Europe, adult high school program coordinator for the community college, and a local school board member. Ms. Scott has devoted more than 50 years in the field of education. Vice Chairman Collins invited Ms. Scott forward to receive a plaque, mug, a SBE pin and a photo with the Board members and State Superintendent.

- ***Summer Nutrition Mascot and Student Developers***

Vice Chairman Collins recognized Dr. Lynn Harvey to introduce a very special guest. Dr. Harvey gave some statistical history noting that 60% of our students come from economically disadvantaged households and rely on school meals during the school term. When school is out of session during the summer, many of them lack the resources to provide nutritious meals to children. Dr. Harvey shared that our federal partner, US Department of Agriculture, requires all State education agencies to conduct outreach activities. This was an effort to recruit school districts, schools, and nonprofit organizations to become sites for summer meals. She added that they are also required to conduct outreach for students, children and families to help them become more aware of how these meals are accessible to them. In designing their outreach campaign, they decided to reach out to the experts -- the students. They conducted a statewide competition which was available to students in grades six through 12 and received almost 40 entries.

Dr. Harvey shared that our winning entry was present today. The winning submission came from a team of students from Corinth-Holder High School in Johnston County. Unfortunately, the students were unable to be present today due to exam reschedule. Dr. Harvey introduced the newest member of our DPI team, our own "Ray of Sunshine," the summer nutrition mascot. Ray was invited to take a photo with Board members.

Vice Chairman Collins recognized Superintendent Johnson for his monthly report.

SUPERINTENDENT'S REPORT

Superintendent Johnson provided an abbreviated version of highlights from the last two months due to the inclement weather. Superintendent Johnson shared some updates of agency activities in the Education building in December. He talked about student performances and the diversity of the performances, everything from string orchestra, choirs and dance performances. These activities are a great way for everyone to connect with the students. Superintendent Johnson announced that we will begin bringing in students to perform monthly to liven up the halls of DPI.

Superintendent Johnson also shared that DPI held a Christmas tree competition. He thanked all DPI colleagues who participated and shared some of the examples of their creativity. He told the audience that Santa Claus visited DPI, which was a lot of fun. Mr. Paul Davis, a staff member volunteered his time for this activity. Family members were encouraged to bring their children to visit with Santa Claus. He thanked Mr. Davis and added that he hopes that he was ready to continue doing this over the next few years for DPI.

Superintendent Johnson highlighted staff members who really helped with the holidays. He noted that he will be adding to the Superintendent's report a section entitled "DPI above and beyond." He added that everyone here works very hard and highlighted some of the colleagues that went a little extra in the effort. Superintendent Johnson listed those names of individuals in his presentation. He also

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acknowledged the individuals who worked on ESSA both in front and behind the scenes.

He noted that National School Counseling week was coming up and reminded everyone of the discussion yesterday about needing more support staff in our schools, not just teachers, but also school leaders, school counselors and career coaches. We signed a proclamation and are very grateful for everything that they do. He also shared that Ms. Lisa Godwin was in Mountain View, California, this week for the National Teacher of the Year Program Induction.

CONSENT AGENDA

Vice Chairman Collins moved to the Consent agenda. Noting that this item has either been before us in a prior month for discussion or are technical changes or routine reports that are non-contentious.

HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT (Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)

CONSENT AGENDA

HRS 1 – Technical Correction to Definition of Student Chronic Absenteeism

SBE Strategic Plan:

Goal: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship

Objective 5.3 Decrease the number of students who are chronically absent, dropout, or suspended out of school

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Dr. Amy Jablonski (Director, Integrated Academic and Behavior Systems)

Description:

This item is resubmitted for technical corrections. The correct version of the new policy was presented to Board members at the December 2017 Board meeting; however, an older version of the policy was inadvertently posted on e-Board at the January 2018 meeting. It is important that the correct new policy, matching the December 2017 version, be posted and voted on as a Consent item.

Recommendations:

The State Board of Education is asked to accept the definition of Student Chronic Absenteeism.

<p><i>Upon motion by <u>Ms. Amy White</u> and seconded by <u>Mr. Reginald Kenan</u>, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, HRS 1)</i></p>
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Vice Chairman Collins then recognized Mr. Gregory Alcorn, Chair for the Business Operations Committee.

ACTION AND DISCUSSION AGENDA

BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

BSOP Committee Chair Gregory Alcorn called the February 2018 Business Operations (BSOP) Committee meeting to order.

ACTION ON FIRST READING

BSOP 1 – Digital Learning Initiative Grant Program Request for Proposals

SBE Strategic Plan

Goal 2: Every student has a personalized education

Objective 2.2 Increase the number of teachers and students using digital learning tools

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Objective 3.1: Develop and support highly effective principals

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning), and Ms. Emma Braaten (Digital Learning Initiative Specialist, Digital Teaching and Learning)

Description:

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE) seeks to issue the following Request for Proposals (RFPs) for Digital Learning Initiative Grants:

- DLI Planning Grants in 2018-19 (Attachment 1)
- DLI Implementation Grants in 2018-19 and 2019-20 (2-year grant program) (Attachment 2)
- DLI Innovation Academy Grants in 2018-19, 2019-20, and 2020-21 (3-year grant program) (Attachment 3)

The North Carolina Digital Learning Plan recommends the provision of grants to support the development and dissemination of local innovative digital learning models. The goal is to have effective digital learning practices spread across all North Carolina K-12 public schools. All school districts and charter schools are eligible to apply for the competitive grant program. Once approved by this Board, NCDPI will release the RFPs to school districts and charter schools and will provide a webinar and question/answer session to assist in completion. Applications will be returned no later than April 23, 2018. Funds awarded for the 2018-19 school year must be expended by recipients prior to June 30, 2019.

Recommendations:

It is recommended that the State Board of Education approve the release of these RFPs as presented.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item.
- No additional comments.

<p><i>Upon motion by <u>Mr. Gregory Alcorn</u> and seconded by <u>Mr. Todd Chasteen</u>, the Board voted unanimously for Approval of Digital Learning Initiative Grant Program Request for Proposals, as presented. (See attachment BSOP 1)</i></p>

This item was presented for Action on First Reading during the February 2018 State Board of Education meeting. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – Worker's Compensation Public School Employees

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division) and Ms. Eileen Townsend (Section Chief, Public School Insurance Section)

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The attached SBE Policy (INSR-001) is being submitted for revisions to section VIII. Return to Work.

Recommendations:

It is recommended that the State Board of Education approve the amendments to the SBE Policy, VIII. Return to Work, Suitable Employment at the February 2018 meeting.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item.

This item was presented for Action on First Reading during the February 2018 State Board of Education meeting. (See Attachment BSOP 2)

Upon motion by Mr. Greg Alcorn and seconded by Mr. Todd Chasteen, the Board voted unanimously for the Worker's Compensation Public School Employees, as presented. (See attachment BSOP 2)

DISCUSSION

BSOP 3 – 2018-19 Supplemental Budget Recommendations

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services)

Description:

Per the attached memorandum, Governor Roy Cooper is requesting supplemental budget expansion recommendations from State agencies for the 2018 Short Session of the General Assembly. OSBM requests that the budget expansion recommendations not exceed 2% of an agency's 2017-18 certified state appropriations: 2% of the current Public Education general fund budget is approximately \$181 million.

The Office of State Budget and Management (OSBM) has advised State agencies to submit requests by February 13, 2018, but has, in recognition of the State Board of Education's (Board) regular meeting cycle, given the Board until after its scheduled March meeting to submit a formal request.

During the Wednesday, January 31 Committee Meeting, and the Thursday, February 1 Board Meeting, the Board will have opportunities to discuss which potential 2018-19 budget expansion requests might best align with the Board's evolving strategic priorities. Based on those discussions, DPI staff will work with the BSOP chairs to produce a formal proposal for the Board to approve at its March meeting.

To inform the discussions, attached are summaries of the Board's 2017-19 biennial budget requests submitted to OSBM and the General Assembly for consideration during the 2017 Long Session.

Recommendations:

It is recommended that the State Board of Education discuss the supplemental budget request allowable under OSBM's instructions.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted an extensive discussion on the budget on Wednesday.
- He also noted that they have action items for the BSOP committee to go back and refine a draft to be distributed to the Board between now and next month's meeting.
- Vice Chairman Collins added that the Board had an extensive discussion on the budgets and felt that everyone was informed and aware of our path forward, and look to hear from the Superintendent to provide for the Board some decision windows in March.

This item was presented for Discussion during the February 2018 State Board of Education meeting. (See Attachment BSOP 3)

Update on Contracts

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ADJOURNMENT

Indicating no other business, BSOP Committee Chair Gregory Alcorn adjourned the February 2018 BSOP Committee meeting.

Vice Chairman Collins then recognized Dr. Olivia Oxendine, Committee Chair for the Educator Standards and Practices Committee.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING

(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ACTION

ES&P 1 – The State of the Teaching Profession Report

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research)

Description:

LEAs are asked to complete an annual report on the reasons teachers leave their systems, submitting data to the Department of Public Instruction. The report of the 2016-17 school year is attached. Since the release of the report, Teach For America has contacted NCDPI with concerns over the number of their teachers reported. In recognition of their concerns we have added the following lines to the report:

Due to inconsistencies in LEAs tagging and tracking Teach For America teachers, our study likely understates the total number of Teach For America teachers working in North Carolina. Teach For America records indicate that there were more than 700 Teach For America teachers in the state at the time. We are working with Teach For America to secure unique identifiers for future cohorts of teachers which will allow us to capture more accurately the total number of Teach For America teachers in the state.

Recommendations:

This item is being presented for approval at the February State Board of Education meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item last month. She then recognized Dr. Tomberlin to present additional information.
- Dr. Tomberlin noted that after the initial report was presented, that one county's data had been omitted from the report and have gone back and included that data and updated all of the percentages. There are slight differences between the original and this report.
- Dr. Oxendine asked if there were 28 reporting categories. Dr. Tomberlin replied that there are 28 categories, but some of them refer to mobility and are not necessarily analyzed and the districts have access to that data. He added that we analyze the ones that deals with attrition from the state.

This item is submitted for Action February 2018 State Board of Education meeting. (See Attachment ES&P 1)

Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the 2016-17 State of the Teaching Profession Report, as presented. (See attachment ES&P 1)

ACTION

ES&P 2 – Teacher Preparation Policy Updates and Alignment with General Statute

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Service Support Coordinator, District Human Resources)

Description:

Recent state legislation (S.L.2017-189), formally SB 599 passed in July calls for a comprehensive overhaul to educator preparation. These changes necessitate additions, modifications, and omissions to corresponding SB 599 and SBE policy associated with educator preparation. This discussion item is the recommendations of the Professional Educator Preparation and Standards Commission to update and align SBE policy with the new law.

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Recommendations:

On the recommendation of the Professional Educators Preparation and Standards Commission, the policy presented in this item be reviewed by the State Board of Education and approved at the February 2018 SBE meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item last month.

This item is submitted for Action during the February 2018 State Board of Education meeting. (See Attachment ES&P 2)

Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to accept the Teacher Preparation Policy Updates except for the School Administrator Preparation Program Policy and Alignment with Statute, as presented. (See attachment ES&P 2)

ACTION ON FIRST READING

ES&P 3 – Recommendation from the Extenuating Circumstances Committee on Requests for Exception from Licensure Policy

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Olivia Oxendine (State Board of Education)

Description:

State Board of Education policy LICN-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCED-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Recommendations:

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted that a vote was taken in closed session.

This item is submitted as Action on First Reading during the February 2018 State Board of Education meeting. (See Attachment ES&P 3). It was presented and approved in Closed Session.

DISCUSSION

ES&P 4 – SBE Policy LICN-001 Amendments to Alignment with Statute

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tom Tomberlin, (Director of Educator Human Capital Policy and Research), Dr. Andrew Sioberg (Service Support Coordinator, District Human Resources)

Description:

Recent state legislation (S.L.2017-189, formally SB 599) passed in July calls for a comprehensive overhaul to educator preparation and licensure. S.L. 2017-189 necessitates additions, modifications, and omissions to SBE policy associated with educator preparation and licensure. This discussion item includes the recommendations of the Professional Educator Preparation and Standards Commission (PEPSC) to update and align SBE policy LICN-001 with current law.

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Recommendations:

It is recommended that the State Board of Education approve these policy changes.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomlin to lead this item.
- Dr. Tomberlin referenced the summary attachment on eBoard that outlined the changes to the licensure policy by section.
- He shared that the purpose of this presentation was to demonstrate the alignment of LICN-001 to the recently passed Senate Bill 599 which change some key aspects of licensure and an educator preparation in the state.
- Dr. Tomlin stated that as they began the licensure side of this work – LICN-001 is the fundamental licensure policy from which all the others are based. Other policies relating to the licensure will be presented in the following months.
- He noted that one important thing that had to be done with this policy was to adopt the language changes in the statute into our current policy.
- Dr. Tomberlin went over all changes of the policy describing minor and substantive edits from the attached LICN-001 policy summary.

This item is submitted as Discussion during the February 2018 State Board of Education meeting. (See Attachment ES&P 4)

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the January 2018 ES&P Committee meeting.

Vice Chairman Collins then recognized Ms. Becky Taylor, Committee Chair for the Education Innovation and Charter Schools Committee.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

EICS Committee Chair Rebecca Taylor called the February 2018 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 – 2018-19 Charter School Enrollment and Grade Expansion Requests

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Enrollment Growth Greater Than 20%

Per NC General Statute 115C-218.7, enrollment growth greater than twenty-percent (20%) shall be considered a material revision of the charter. The State Board of Education (SBE) **shall not approve** a material revision for enrollment growth of greater than twenty-percent (20%) for a charter that is currently identified as low-performing.

Enrollment growth of greater than twenty-five percent (25%) shall be considered a material revision of the charter for any charter school that is not identified as low-performing.

The SBE **may approve** such additional enrollment growth of greater than twenty-five percent (25%) only if it finds **all** the following:

The legislation states that schools must meet the following criteria in order to be eligible for greater than 20% increase:

1. The charter school is not currently identified as low-performing.
4. The charter school meets generally accepted standards of fiscal management.
5. The charter school is, at the time of the request for the enrollment increase, substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

At its December 12, 2017, meeting, the Charter Schools Advisory Board (CSAB) reviewed each enrollment and grade expansion request of the schools outlined below and made a recommendation to the SBE:

CSAB NOT Recommended for Approval

- 06A – Grandfather Academy (Avery County)
- 32D – Kestrel Heights School (Durham County)
- 32P – The Institute for the Development of Young Leaders (Durham County)
- 65C – Douglas Academy (New Hanover County)

CSAB Recommended for Approval

- 76A – Uwharrie Charter Academy – (**K – 4 Expansion Request**) (Randolph County)
- 79A – Bethany Community Middle School (**10th Grade Expansion Request**) (Rockingham County)
- 81B – Lake Lure Classical Academy (Rutherford County)
- 90B – Union Day School (Mecklenburg County)
- 92T – Triangle Math and Science Academy (Mecklenburg County)

Prior to legislative changes in 2013 statute required an LEA Impact Statement, but this requirement is no longer in effect. To provide greater context for the expansion requests, however, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments to the item.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment expansion requests.

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item.
- No additional comments.

This item is presented for Action during the February 2018 State Board of Education meeting. (See Attachment EICS 1)

Upon motion by Ms. Becky Taylor and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the CSAB's Recommendations on 2018-19 Charter School Enrollment and Grade Expansion Requests Schools, as presented. (See attachment EICS 1)

ACTION

EICS 2 – 2018 Charter School Renewal Recommendations

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board) and Ms. Shaunda Cooper (Consultant, Office of Charter Schools)

Description:

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering the renewal cycle, schools must complete a thorough self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and Board members - to provide insight on the school's daily operations.

Consistent with G.S.115C-218 and SBE Policy CHTR-007, the following charter schools request renewal of their charters that will expire June 30, 2018:

- Brevard Academy
- East Wake Academy
- Endeavor Charter
- Franklin Academy
- Healthy Start Academy
- Lake Norman Charter

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- Lincoln Charter School
- River Mill Academy
- Success Institute Charter
- Triad Math and Science Academy
- Woods Charter

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined NCDPI compliance forms and a renewal site visit to each school, and academic and enrollment data of the school and the LEA in which the school resides. OCS presented each school portfolio to the Charter School Advisory Board (CSAB). In reviewing the totality of information, the CSAB decided to invite two groups for interviews in order to gain a better understanding of the school's situation. On November 7, 2017, the CSAB met to interview those schools, and ask relevant questions, in support of formulating a recommendation to the State Board of Education. On December 11, 2017, the CSAB held a final review of the renewing schools to determine final recommendations to be submitted to the SBE.

The Charter School Advisory Board recommended a **ten-year charter renewal** for:

- Brevard Academy
- East Wake Academy
- Endeavor Charter
- Franklin Academy
- Lake Norman Charter
- Lincoln Charter School
- River Mill Academy
- Triad Math and Science Academy
- Woods Charter

A **three-year charter renewal** was recommended for:

- Healthy Start Academy
- Success Institute Charter

Recommendations:

It is recommended that the State Board of Education approve the renewal recommendations of the Charter School Advisory Board.

Discussion/Comments:

- EICS Committee Chair Becky Taylor noted a thorough discussion on this item last month.
- Ms. Taylor stated they requested that the CSAB look at the two schools that were recommended for a three-year renewal. CSAB came up with two very reasonable stipulations for the schools - Healthy Start Academy and Success Institute Charter and holding them more accountable for reporting where they are in the process.
- No additional comments.

This item is presented for Action during the February 2018 State Board of Education meeting. (See Attachment EICS 2)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to Approve the 2018 Charter School Renewal Recommendations, as presented. (See attachment EICS 2)

ACTION ON FIRST READING

EICS 3 – Reports to General Assembly: (1) Career and College Promise and Cooperative Innovative High School Study, (2) Evaluation of Career and College Promise, and (3) Evaluation of Cooperative High School Programs

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education.

Objective 3: Graduate students pursuing a Career and Technical concentration prepared for careers.

Objective 4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 5: Increase student performance on the state's End of Grade and End of Course assessments.

Goal 2: Every student has a personalized education.

Objective 1: Increase the number of students who graduate from high school with post-secondary credit.

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Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer), Mrs. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School (CIHS) Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming. Additionally, SL 2011-145, sec. 7.1A.(a) The State Board of Education and the North Carolina Community College System shall establish the Career and College Promise program. The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways consistent with subsection (b) of this section that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. Academic credits earned through Career and College Promise shall enable students who continue into postsecondary education after graduating from high school to complete a postsecondary credential in less time than would normally be required. Legislative language requires three reports this year from the State Board of Education focused on CIHS and Career and College Promise (CCP). These reports were prepared by the Joint Advisory Committee, which is comprised of representatives from NCDPI, NC Community College System, UNC General Administration, and the NC Independent Colleges and Universities. These reports include input from each agency as well as self-reported data from all of the CIHS programs in North Carolina.

- **Evaluation of Cooperative Innovative High Schools (CIHS) Report:** The annual report reviewing the progress of CIHS. This report includes performance data of these schools and CIHS students as well as stories of excellence sharing the great impact these schools have on their students.
- **Evaluation of Career and College Promise (CCP) Report:** This is a newly legislated annual report indicating the same measures as the CIHS report but focused on the other two pathways of CCP-the College Transfer and Career and Technical Education Pathways.
- **Career and College Promise and Cooperative Innovative High School Study:** This is a newly legislated report focused on studying the costs associated with the CCP and CIHS programs. This report also asks for any recommendations regarding the programs. The report is based on significant feedback from the CIHS programs.

Recommendations:

It is recommended that the State Board of Education approve these reports.

Discussion/Comments:

- EICS Committee Chair Becky Taylor recognized Ms. Sneha Shah-Coltrane to lead this discussion.
- Ms. Shah-Coltrane stated that she would be presenting three legislative reports highlighting main points. She focused her presentation primarily on the CCP and CIHS study because majority of the other two reports were duplicated in this larger comprehensive report.
- She discussed the required elements and reminded everyone about the Career and College Promise Program and discussed in detail the CCP and CIHS studies. These two reports are due March 15.
- Ms. Shah-Coltrane noted that the CIHS annual report and the larger study comes first from the Board jointly submitted by NCCCS, NCICU, and UNCGA; NCDPI has taken the lead in the development.
- She stated that the primary goals of this report were to look at the workings of the program; costs associated with CCP and CIHS; student outcomes of programs; legislative recommendations on modifications that occurred in the last few years. A recommendation
- Ms. Shah-Coltrane stated that CCP has three pathways: College Transfer Pathway; Career and Technical Education Pathway; Cooperative Innovative High Schools.
- She provided an overview of student enrollment and noted that 60.7% of graduating high school students earned college credit last year. This percentage is based on 63,248 graduates taking and passing college courses as high school students and close to 217,000 of our total high school students. She provided information regarding race and ethnicity also enrollment with the Cooperative Innovative High Schools. Approximately 87% of our Cooperative Innovative High Schools are with our community college system. There are 116 operating CIHS in our state at this time partnered with various NC IHEs.
- Ms. Shah-Coltrane shared some of the community college data which relates to one point in time. Their data is for one fall semester. The community college pathway enrollment is approximately 58% for CTE as well as a college transfer.
- She then referenced attachment three pages 8-12 to discuss costs. For the Career and College Promise Pathways, Career Technical and College Transfer, there are no additional cost to our State Public School Fund, because those students are already enrolled in our high schools. The State Public School Fund does provide additional supplemental funding, as legislated, for the CCP pathway authorizing Cooperative Innovative High Schools to support the operations of the high school. She added that there is additional funding going to the students at the community colleges. Last year, CIHS programs received \$26,015, 034 in supplemental funding to support personnel, professional development and other needs.
- She also shared for the CIHS supplemental funding that last year where those schools were reduced over half of them have not been

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able to recap that funding and, many had to reduce staff development is used in the textbooks fees and staffing. Based on a survey and focus groups, CIHS leaders believe that the supplemental funding is critical to continued success, especially to support the increasing costs of textbooks, vital staffing positions and professional development.

- Based on Community College data, in Cooperative Innovative High Schools between 2012-13 and 2016-17 College Transfer increased enrollment by 334% and Career and Technical Education by 123%. CCP cost the Community College system approximately \$111 million.
- Ms. Shah-Coltrane stated that the Cooperative Innovative High Schools had over 2200 students receive an Associate Degree last year; close to 5000 students graduated and 1165 earned career credentials. Other metrics were shared regarding the overall success of CIHS programs.
- She then shared that our Cooperative Innovative High School students outpace the traditional community college students when it comes to success in their courses. School success stories related to school, pathways and student transformations are also included in the report from CIHS across the state.
- Ms. Shah-Coltrane also talked about SERVE and UNC-CH Experimental Study Research studying the return on investment of a group of early colleges in NC.
- She noted to the Board that with their approval of this report, they are also making legislative considerations, as part of the report requirements. For the College Transfer and CTE Pathway, they are recommending no major legislative changes.
- For the Cooperative Innovative High Schools, they are asking the legislature to (1) continue supplemental funding due to three primary reasons: increased cost of textbooks, staffing and professional development that schools need for their success; and (2) consider the economic tier and student enrollment of the CIHS when determining supplemental funding allocations.
- Ms. Shah-Coltrane concluded by sharing how NC's CCP program is considered a model dual enrollment program across the nation, for all three of the pathways available to eligible students. The key factors of success are based on the collaborative partnerships between high schools and colleges, the student eligibility criteria, state-level agency collaboration, and state-wide policy and funding.
- Mr. White commented about the availability and access to the community college system and preparedness and early entrance into CTE. She stated that it was important for the Board to note that there should be programs that are accessible to all our students as we prepare our workforce in the state of North Carolina and we want them to be globally competitive and this is one way that we can offer that access to all students.

This is presented for Action on First Reading during the February 2018 State Board of Education meeting. (See Attachment EICS 3)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to Approve the Reports to General Assembly: (1) Career and College Promise and Cooperative Innovative High School Study, (2) Evaluation of Career and College Promise, and (3) Evaluation of Cooperative High School Programs, as presented. (See attachment EICS 3)

ACTION ON FIRST READING

EICS 4 – 2017 Charter Schools Annual Report

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Per G.S. 115C-218.110, the State Board shall report annually no later than January 15 to the Joint Legislative Education Oversight Committee on the following:

- (1) The current and projected impact of charter schools on the delivery of services by the public schools.
- (2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
- (3) Best practices resulting from charter school operations.
- (4) Other information the State Board considers appropriate.

The Office of Charter Schools (OCS) was granted an extension to submit the required report by February 15, 2018. The Charter Schools Advisory Board (CSAB) provided its feedback to the report, and OCS incorporated the feedback into this annual report for SBE consideration. The attached draft report will fulfill this legislative annual reporting requirement.

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Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this Annual Report.

Discussion/Comments:

- EICS Committee Chair Becky Taylor recognized Mr. Dave Machado to lead this item.
- Mr. Machado presented the 2017 Charter Schools Annual Report. He added that the report was a detailed comparison between charter schools and traditional public schools. He then focused on the trends that the charter schools have made.
- He shared that there are currently 173 charter schools educating 1508 students which is 6.5% of the total public-school population in North Carolina and 55,000 on our waiting list across the state. Twenty of the thirty-four original schools are still educating students. Since 1997, forty-four charter schools have closed which is the ultimate accountability for our schools.
- There are currently 20 schools in the ready to open planning year and 29 applications that CSAB is currently reviewing and ready to make recommendations.
- Mr. Machado also shared demographic comparisons and trends.
- He stated that we currently have four schools that are utilizing a weighted lottery to get enrollment preference to economically disadvantaged families.
- He shared performance comparison for charter schools earning an A or B. In 2015-16 it was 39.9% and is now 43.5%. Charter schools earning a D or F was 27.7% in 2015-16 and is now 25.2%. Charter schools meeting or exceeding growth was 74% is now down to 70% in 2016-17. Low performing charter schools -- thirty-three in 2015-16 and is currently seventeen in 2016-17.
- Mr. Machado stated that report provides strong examples of collaboration between the Department of Public Instruction in the charter school community and providing support, training to our schools.
- Vice Chairman Collins asked if there were any legislative requirements within this report. Mr. Machado replied no. Vice Chairman Collins recommended that the Board do that even though it may be ultimately rolled back into the and feel that it was a good time for the legislature to recognize in reviewing the report, the amount of work that is being required, as your department responsibilities continue growing with the staff of eight and 173 charter schools.

This item is presented for Action on First Reading during the February 2018 State Board of Education meeting. (See Attachment EICS 4)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the 2017 Charter Schools Annual Report, as presented. (See attachment EICS 4)

ACTION ON FIRST READING

EICS 5 – Voluntary Relinquishment of the Charter School for Cardinal Charter Academy at Knightdale

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

On June 4, 2015, the State Board of Education (SBE) voted to grant Cardinal Charter Academy at Knightdale approval to open in Wake County. On December 21, 2017 (after a two-year delay), the Office of Charter Schools received a request from the Board of Directors requesting to relinquish its charter due to the inability to secure an acceptable space for lease (document attached).

Recommendations:

The Office of Charter School recommends that the State Board accept the voluntary charter relinquishment for Cardinal Charter Academy at Knightdale.

Discussion/Comments:

- EICS Committee Chair Becky Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that today's request was the voluntary relinquishment for Cardinal Charter Academy at Knightdale. This charter school was in its second-year delay due to continued facility difficulties. They are choosing to relinquish their charter now.

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This item is presented for Action on First Reading during the February 2018 State Board of Education meeting. (See Attachment EICS 5)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to Approve the Voluntary Relinquishment of the Charter for Cardinal Charter Academy at Knightdale, as presented. (See attachment EICS 5)

ACTION ON FIRST READING

EICS 9 – Recommendation for Approval of Three Additional UNC Laboratory Schools

SBE Strategic Plan

Goal 2: Every student has a personalized education

Objective 5: Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State

Goal 3: Every student, every day has excellent educators

Objective 1: Develop and support highly effective teachers

Objective 2: Develop and support highly effective principals

Objective 3: Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

Objective 4: Increase the number of principals graduating from quality traditional and alternative educator preparation programs

Objective 5: Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

Goal 5: Every student is healthy, safe, and responsible

Objective 1: Create and maintain safe and respectful school environments

Objective 2: Promote healthy, active lifestyles for students

Objective 3: Decrease the number of students who are chronically absent, dropout, or suspended out of school

Presenter(s): Dr. Sean Bulson, University of North Carolina General Administration, P-12 Partnerships

Description:

N.C.G.S. § 116-239.7(c) reads as follows, “Recognition of a Laboratory School. – The [Board of Governors’ Subcommittee on Laboratory Schools] Subcommittee shall file a copy of each resolution to approve a laboratory school with the Department of Public Instruction. Upon receipt of a resolution from the Subcommittee and upon the recommendation of the Superintendent of Public Instruction, the State Board of Education shall approve the creation of the laboratory school.”

The mission of laboratory schools is to improve student performance in local school administrative units with low-performing schools by providing an enhanced education program for students residing in those units and to provide exposure and training for teachers and principals to successfully address challenges existing in high-needs school settings. A laboratory school shall provide an opportunity for research, demonstration, student support, and expansion of the teaching experience and evaluation regarding management, teaching, and learning. The Board of Governors’ Subcommittee on Laboratory Schools received proposals to operate a laboratory school from chancellors from three constituent universities, proposing to operate a laboratory school in a local school administrative unit that meets the minimum threshold for the number of low-performing schools located in the unit (GS 116-239.6(4)). Those universities submitting resolutions are Appalachian State University (to operate a laboratory school in Winston-Salem/Forsyth County Schools); the University of North Carolina at Greensboro (to operate a laboratory school in Rockingham County Schools); and the University of North Carolina at Wilmington (to operate a laboratory school in New Hanover County Schools).

Recommendations:

The State Superintendent of Public Instruction has received three resolutions passed by the UNC Board of Governors Subcommittee on Laboratory Schools for the operation of laboratory schools by Appalachian State University (in Winston-Salem/Forsyth County Schools, UNC Greensboro (in Rockingham County Schools), and UNC Wilmington (in New Hanover County Schools). The State Superintendent has reviewed these resolutions and recommends approval of them by the North Carolina State Board of Education.

Discussion/Comments:

- EICS Committee Chair Becky Taylor recognized Dr. Sean Bulson to lead this item.

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- Dr. Bulson noted that Article 29A of Chapter 116 of the North Carolina General Statutes provides for the University of North Carolina (UNC) to establish nine (9) laboratory schools by 2019.
- He provided the mission which was to create public schools of choice with three goals: Improve outcomes of K-8 students from low-performing setting; strengthen teacher preparation; and strengthen principal preparation.
- Mr. Bulson stated they now have a UNC Board of Governors subcommittee on laboratory schools that has been established. One of the key roles was to approve the proposals from our individual institutions to bring a resolution first to Superintendent Johnson, and then to the State Board of Education. Upon receipt of a resolution from the subcommittee the subcommittee shall approve the creation of the laboratory school.
- He reminded the Board that this past year ECU opened the ECU Laboratory School at South Greenville Elementary partnering with Pitt County serving grades second through fourth, and next year will serve kindergarten through fifth grade. WCU opened Catamount School at Smoky Mountain High School in Jackson County serving grades sixth through eighth.
- Mr. Bulson shared the three schools there are hoping to open this year:
 - ASU is working with Winston-Salem/Forsyth County Schools. School name will be Appalachian State University Middle Fork Elementary School.
 - UNCW is working with New Hanover County School. School name will be Moss Street Partnership School.
 - UNCG is working with Rockingham County Schools. School name will be D.C. Virgo Preparatory Academy.
- Mr. Bulson also shared in year three the following schools are having discussions: UNCP is in discussion with the Public Schools of Robeson County; UNCC with Charlotte Mecklenburg Schools; NCCU is in the process of identifying a partner.
- Dr. Oxendine asked if a Board of Trustees would be in charge of governing the school. Mr. Bulson replied that the adjustment to legislation moved the primary responsibilities from the Trustees to the Chancellor. Dr. Oxendine then asked would the Chancellor have the authority to hire and fire staff. Mr. Bulson replied ultimately yes, adding that it operates as in an independent school run by the university.

This item is presented for Action on First Reading during the February 2018 State Board of Education meeting. (See Attachment EICS 9)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the Recommendation for Approval of Three Additional UNC Laboratory Schools, as presented. (See attachment EICS 9)

MOVED TO ACTION ON FIRST READING

DISCUSSION

EICS 6 – Innovative School District Update to the State Board of Education on the External Evaluation and Matching of an Innovative School Operator for Southside Ashpole Elementary School

Presenter(s): Dr. Eric Hall, ISD Superintendent

Description:

Dr. Hall will report on the evaluation of ISD Operator applicants by SchoolWorks and will either make a recommendation for the ISD Operator for Southside Ashpole Elementary School or will request a waiver from the Board for an extension to further explore alternative Operators.

Recommendations:

Recommendation to be made by February 15, 2018, based on SchoolWorks evaluations and Community Panel input, unless waiver for extension is requested and approved.

Discussion/Comments:

- EICS Committee Chair Becky Taylor recognized Dr. Eric Hall to lead this item.
- Dr. Hall reminded the Board that SchoolWorks initiated its evaluation process in mid-December. He acknowledged two organizations that stepped forward; one is the Romine Group and the other is the Achievement for All Children. He added that they have stood with us throughout this entire process and shared the evaluation process.
- Dr. Hall then discussed the evaluation activities from January 5 through February 1 and the selection process.
- Dr. Hall mentioned that he will be using the term ISO model. The Innovative School Operator is something that will be brand-new in the landscape of education for North Carolina, because we are beginning to define something that extends beyond the current boundaries of what it means to come into school operations and to be a partner in this type of work. He noted that from the statute, it states “entity” throughout and does not reference any particular kind of operator. The statute talks about experience and being

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successful in helping to improve outcomes in low performing schools, it talks about having a credible plan, and it talks about contractual relationships in some cases with affiliate organizations or operating schools in the state of North Carolina for the last three.

- Dr. Hall asked how do we start to cultivate this larger landscape? As we go forward and we look at the next round of schools that we will be identifying next year and the communities that will be partnering, we might need more operators.
- He stated that we are going to start to cultivate this environment of new operators and entities in the state of North Carolina. He added that some could be working with local nonprofits, state nonprofits, national nonprofits that work with a proven school turnaround leader. That is what an ISO could look like. As an ISO could be a college or university that steps forward with a proven leader to start looking at this in a different way. An ISO could also be a charter management or an education management organization, it could be a corporation or a business entity.
- Dr. Hall talked about recommendations and considerations. In reviewing the evaluations reports provided by SchoolWorks, neither applicant meets the expectations we have for this work. At this point in time he does not see where either of the two applicants meet the expectations that we have for this work at this time. That means that we have more questions and have more information that we need to understand and need to take a deeper dive to see what the capabilities are of these organizations and what are the possibilities of these organizations being able to go into a negotiation. By doing this, he added, we can have our questions answered and must address these things that we just do not quite understand about either organization's proposal, more about potential gaps, or even about their structures to ensure that we have the right fit for the sake of the students at Southside Ashpole, for the Rowland community, the partnership and our commitment to them. If the negotiations with current applicants do not produce the clarity and assurances we need, we will seek other options requesting a waiver of the current deadline of February 15th with up to an additional 60 days for recommending an ISO.
- Dr. Hall noted that he would be asking if it were possible to extend the deadline with the waiver. Vice Chairman Collins asked that the attorneys weigh in on this question. Mr. Jason Weber replied that the innovative school statutes outline selection for the innovative schools themselves as well as selection of the operators and there is a provision in the law that also provides the Board with the authority to waive its own policies which the Board already has. In General Statute 115C-75.7(e), the law establishes a process by which the ISD Superintendent may request a waiver from State Board of Education rules regulations, policies, and allows SBE to waive the provisions of Chapter 115C itself. Mr. Weber added that there are some caveats to that noting that the Board cannot waive for example, requirements related to exceptional children. The ISD must at least do what charter schools are required to do but otherwise can request waivers from everything else. Vice Chairman Collins asked Mr. Weber his advice for the Board and if a motion to waive is in order. Mr. Weber replied yes it would be in order.
- Vice Chairman Collins asked Ms. Taylor to make the motion to amend the agenda so that the Board may take that motion based upon direction of counsel.
- Ms. Taylor moved that this item be moved to an Action item today. Mr. McDevitt seconded the motion.
- Vice Chairman Collins noted that without any objection that this item was moved to an Action item.
- Ms. Taylor made a motion that the State Board of Education grant the Innovative School District Superintendent's request for a waiver of North Carolina General Statute 115C-75.8(a) and SBE Policy INSD-004, which establish a February 15 deadline for selection of an Innovative School Operator for the selected Innovative School. This waiver of N.C.G.S. 115C-75.8(a) is granted pursuant to the SBE's authority set forth in G.S. 115C-75.7(e). Ms. Taylor further moved that the State Board of Education grant the ISD Superintendent request for an extension of no longer than 60 days to finalize and make a recommendation for selection of an Innovative School operator to the State Board. This recommendation must be presented to the State Board no later than March 15. Finally, Ms. Taylor moved that the State Board of Education grant the ISD Superintendent's request for permission to enter into negotiations with the two applicants and the ISD Superintendent's request to identify and evaluate alternate entities in the event that the ISD Superintendent determines that neither applicant can be recommended to the Board.
- Mr. McDevitt commented about the timing and stated if the Board says no later than March 15 means 30 days.
- Vice Chairman Collins noted that the motion was corrected to April 15 without objection.
- Dr. Oxendine asked if it was possible for Southside Ashpole to become a lab school. Dr. Hall replied that there would be a difference, because lab schools are schools of choice, and the ISD was very specific to serving the student population that was currently at the school. His hope would be that through the lab schools, UNC Pembroke and other models that could emerge, that they have a great opportunity to partner in a way that helps us to cultivate educator leadership locally.
- Mr. McDevitt asked if ISD was still open to another entity or partnership of entities even during the 60 days while they are negotiating with the two current applicants. Dr. Hall replied strategically he would anticipate moving quickly into negotiations with the two entities to see if they can address the question that they still have. If negotiations do not address the concerns then Dr. Hall would move into looking at other options
- Superintendent Johnson commented that he has worked closely with Dr. Hall on this and have engaged with other state chiefs who have had innovative programs like this in their states, and they have engaged with leaders of other innovative programs to learn best practices to gain the knowledge for ourselves of what we can do here that makes this so much more different, along with the potential to be a community effort. Superintendent Johnson stated that he fully supports taking the time necessary to do this right.

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This item was moved from Discussion to Action on First Reading during the February 2018 State Board of Education meeting. (See Attachment EICS 6)

Upon motion by Ms. Becky Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to Grant the ISD Superintendent Request for an Extension of no longer than 60 days to Finalize and Make a Recommendation for Selection of an Innovative School operator to the State Board, as presented. (See attachment EICS 6)

DISCUSSION

EICS 7 – Second-Year Delay Request for Discovery Charter School

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Discussion:

Discovery Charter School (DCS) in Durham County requests that the State Board of Education (SBE) grant a two-year delay in opening the charter school. In August 2016, the SBE granted final approval to DCS to open in August 2017 and ultimately approved the one-year delay request in May 2017. In a December 2017, letter to the Office of Charter Schools (OCS), the nonprofit board that oversees DCS stated that it has experienced setbacks related to a court case over a special-use permit. Since the appeal was not successful and there is no resolution in the foreseeable future, the DCA board now requests a two-year delay (letter attached). The CSAB considered this information at its January 9, 2017, meeting and voted unanimously to recommend a two-year delay to the SBE. Per its approved application, DCS plans to open with grades six and seven and expand one grade per year until the school is a full grade six through eight school serving 528 students. The school's mission statement is: "The mission of Discovery Charter School is to prepare students to be self-motivated lifelong independent and collaborative learners through a challenging STEAM-focused curriculum in an innovative and supportive environment." With a blended learning model of instruction, "DCS will use innovative scheduling, unique building design, and a dedicated Passion Learning Time to drive student motivation, collaboration, and achievement."

1. The Charter School Advisory Board (CSAB) supports DCS's request with the following stipulations:
2. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
3. The DCS Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction. The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
4. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2019, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
5. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2019, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter. This item is submitted to the State Board of Education for discussion in February 2018 and action in March 2018.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve this two-year delay for Discovery Charter School with the above stipulations.

Discussion/Comments:

- EICS Committee Chair Becky Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that today's request was for a two-year delay opening for Discovery Charter School. This charter was approved in 2016 and they came before the Board later in the year to request a one-year delay because there were some difficulties with neighbors filing suit, which cause difficulties for them opening the school in Durham County. Discovery Charter School appealed which was unsuccessful and things continue to be stalled for the school.
- Ms. Taylor stated that this was the second time that they have asked for delay. If they cannot get the facilities taking care of can they ask for another year delay. Dr. Townsend-Smith replied no, there is no precedent for a year three delay and CSAB has been clear about that expectation. Dr. Townsend Smith shared that if things are unable to work out in this part of Durham County, they are willing to

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locate to another area within Durham County to open at the end of the two-year delay.

- Dr. Townsend-Smith stated that today's request was for a two-year delay opening for Discovery Charter School. This charter was

This item is presented for Discussion during the February 2018 State Board of Education meeting. (See Attachment EICS 7)

DISCUSSION

EICS 8 – Charter Schools Pilot Transportation Grant JLEOC Report

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Pursuant to Session Law (SL) 2017-57, the Department of Public Instruction (NCDPI) is required to establish the Charter School Transportation Grant Pilot Program (Program). The total amount of available funds for the program is \$2.5 million dollars. The maximum available for a single program is \$100,000. The purpose of the Program is to award grant funds to a charter school meeting specific eligibility requirements for the reimbursement of up to sixty-five percent (65%) of the eligible student transportation costs incurred by the school. Disbursements are contingent on:

1. Timely submission of documentation reporting expenditures (e.g. contracts, budgets, reports, etc.);
2. Verification of those documents;
3. Consideration of the total number of requests; and
4. Development of pro rata distribution formula if needed.

Permissible Uses of Program Funds

Program funds awards shall be used for the below listed purchases. The maximum amount of award is \$100,000 per program. The maximum amount may be distributed in one semester in some instances.

1. Transportation Fuel
2. Vehicle Maintenance
3. Contracted Transportation Services

Eligible Applicants

If a charter school has a student enrollment of at least fifty percent (50%) of its students residing in households with an income level not in excess of the amount required for a student to qualify for the federal free or reduced-price lunch program in a semester of the school year, the charter school may apply to NCDPI for grant funds under the Program for reimbursement of up to sixty-five percent (65%) of the eligible student transportation costs incurred by the school for that semester.

Required Reporting

Grant recipients are required to submit a report by February 16, 2018, on the following:

1. Whether receiving the reimbursement has led to an increase in the charter school offering lunch;
2. Whether receiving the reimbursement has led to an increase in student lunch participation at the charter school;
3. Whether receiving the reimbursement has increased or expanded the offering of student transportation by the charter schools; and
4. The modes of student transportation offered by the charter school receiving grant funds.

The Department of Public Instruction shall report by March 15 of each year to the Fiscal Research Division and the Joint Legislative Education Oversight Committee on the administration of the grant program for the prior year, including:

1. The number of charter schools that received grants and the amount of grant funds awarded to those charter schools;
2. The types of student transportation costs eligible for reimbursement under the Program; and
3. An estimate of the cost of the Program for the upcoming fiscal year.

The attached draft report will fulfill this legislative annual reporting requirement.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this Annual Report.

This item is presented for Discussion during the February 2018 State Board of Education meeting. (See Attachment EICS 8)

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Discussion/Comments:

- EICS Committee Chair Becky Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that this report was due on March 15. OCS was in the of reviewing 41 applications that were submitted for reimbursement for the charter school transportation grant. Of the forty-one applicants, the request exceeds \$3 million and OCS was working to determine who will receive reimbursement because there are limited funds.

ADJOURNMENT

Indicating no other business, EICS Committee Chair Becky Taylor adjourned the February 2018 EICS Committee meeting.

Vice Chairman Collins then recognized Mr. Eric Davis, Committee Chair for the Educator Standards and Practices Committee.

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric Davis, Chair, and Dr. Olivia Holmes Oxendine, Vice Chair)

ACTION ON FIRST READING

SLA 1 – Alternative Schools Accountability Model Policy

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objectives:

1. Increase the cohort graduation rate
2. Graduate students prepared for post-secondary education
3. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
4. Reduce the percentage of students needing remediation in postsecondary education
5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Discussion:

North Carolina submitted the State plan for the Every Student Succeeds Act (ESSA) on September 18, 2017. The United States Department of Education (USED) provided initial feedback to the Department of Public Instruction (NCDPI) on December 13, 2017. With respect to Section A.4.v.c, If Applicable, Different Methodology for Meaningful Differentiation, included in the feedback was the following:

“The ESSA requires a State to include all public schools in its system of annual meaningful differentiation and to describe that system in its State plan. A different methodology for annual meaningful differentiation is permitted for schools for which an accountability determination cannot be made. NCDPI describes an alternative school model that includes three types of schools, but does not clearly describe whether the schools subject to the alternative accountability methodology are those that cannot otherwise be included in the accountability system. In addition, the plan provides those schools with four different options of participation. NCDPI does not clearly describe its different methodology for annual meaningful differentiation, including how the methodology will be used to identify such schools for comprehensive or targeted support and improvement. Accordingly, it is unclear whether NCDPI meets the statutory requirements.” As a follow-up to this feedback, the NCDPI provided the USED with additional information on the State Board of Education (SBE) policy ACCT-038, stressing all schools will be evaluated for comprehensive and targeted support and improvement. The USED informally responded that every school must have a designation in the annual meaningful differentiation system, which for North Carolina is the A–F School Performance Grade system, and that if a school has sufficient data to generate a letter grade, it must be designated as such. The alternative accountability model, ACCT-038, allows schools that have sufficient data for an A–F School Performance Grade not to be designated with a letter grade. As this policy does not meet the ESSA statutory requirements, it is recommended the SBE rescind the policy. For schools that do not have sufficient data in a single school year for an A–F School Performance Grade designation, three years of data will be used to calculate a letter grade. For schools where all students' data are required to be sent back to a base school, the sending school will receive the letter grade of the school to which most of the data was returned.

Recommendations:

It is recommended that the SBE rescind policy ACCT-038.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted during the Wednesday discussion on this topic that there was an update on this item that differs from the information posted on eBoard for SLA 1.
- Dr. Tammy Howard shared that in response to yesterday's discussion and further consideration at looking at other resources, they would like to propose that the ESSA state plan for North Carolina does affirm, in response to the question that was in the template, that any school that does not have sufficient data for a School Performance Grade would have two options, depending on the school structure: 1) to send the data back to the school from which the students would have attended if they had not gone to the school or 2) to use three years' worth of data to generate a School Performance Grade for those schools.
- Dr. Howard noted that we would also like to continue to explore possibilities for schools that have at-risk populations or special populations such as our alternative schools and developmental day centers. It is anticipated that the NCDPI will request a waiver from assigning those schools a School Performance Grade as required by ESSA.
- She added that this change will allow continuing with the State Board policy ACCT-038 for State reports.
- Mr. Davis commented that the option she presented was an excellent recommendation, because it allows us to move forward with gaining approval of ESSA as planned while expressing our concern with the current interpretation that we are receiving from USED and maintaining our flexibility to develop alternative solutions to address concerns such as those that Ms. White and others mentioned yesterday.
- Vice Chairman Collins applauded the staff for finding a way to do this, and added that the Board should remain open to pursuing ways of accomplishing that, and he would request providing Board members a summary of the action for communication with constituents. He added that he hopes that our legislative liaison and State Superintendent both will explore opportunities with the General Assembly in case there was a need for remedial action.
- Vice Chairman Collins then asked Mr. Davis if he was putting forward his comments as a motion for this item. Mr. Davis indicated that his comments did constitute a motion. Those comments that became the motion are summarized here: as required by ESSA, all schools will have a School Performance Grade for annual meaningful differentiation and identification of comprehensive support and improvement and targeted support and improvement; schools that meet the criteria specified in SBE policy ACCT-038 will continue to be evaluated and report performance, as cited in that policy for State Accountability purposes; and DPI will consider stakeholder input in the proposal of an alternative accountability model to be included in a waiver request to the USED. This waiver would allow the use of an alternative accountability model for schools with at-risk populations and schools with special populations to use the alternative accountability model for ESSA rather than the School Performance Grade.

This item was presented for Action on First Reading, **with the revised recommendation as stated above that became a motion**, during the February 2018 State Board of Education meeting. (See Attachment SLA 1)

Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the Alternative Schools Accountability Model Policy, as presented. (See attachment SLA 1)

DISCUSSION

SLA 2 – Process for the Review, Revision, and Implementation of the North Carolina Standard Course of Study

Policy Implications:

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.2: Graduate students prepared for post-secondary education

Presenter(s): Dr. Stacey Wilson-Norman (Chief Academic Officer, Academic Services) and Mrs. Christie Lynch Ebert (Interim Director, Division of K-12 Standards, Curriculum and Instruction)

Description:

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from school prepared for work, further education, and citizenship

Objective 1.2: Graduate students prepared for post-secondary education

Policy SCOS-012 established the process to guide the review, revision and implementation of the NC Standard Course of Study. The Division of K-12 Standards, Curriculum and Instruction has used this policy to guide the development of recommended changes to the most recently adopted K-12 Math and K-12 English Language Arts (ELA) standards. As a result, an amendment to the policy is recommended to clarify the policy and steps required for review, revision, and implementation of new standards.

Input was received during this period, and the policy is returned for Discussion with additional changes at the February meeting.

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Recommendations:

It is requested that the State Board discuss the proposed changes.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Stacey Wilson-Norman to lead this discussion.
- Dr. Wilson-Norman stated that they were proposing updates to policy SCOS-012, policy for review, revision and implementation of the North Carolina Standard Course of Study.
- She reminded the Board that in October this policy was presented, and this policy has built upon the work in the past. She added that they have tried to replicate some of the best practices learned from the work of the Academic Standards Review Commission and that have been incorporated in rollout of the math and ELA standards that will be installed next school year.
- Dr. Wilson-Norman stated that they are proposing some significant changes to the policy and are recommending they establish four guiding principles that help build transparency and engagement; communicates a uniform process; clearly outlined three varied phases for review, revision and implementation; will create a timeline for all the standards to be reviewed; and align assessments and resources within the policy so that there is one way of communicating what will happen as standards are reviewed.
- She provided an overview of the policy changes denoted that anytime revisions are made to our standards that the Extended Standards for Exceptional Children will be incorporated during the same timeline, that they added the word content. For bullet number two for arts they alphabetize various domains within the arts. They also indicated that CTE has its own process for standards, review and revisions.
- Dr. Wilson-Norman shared that they are defining a cycle for the review of all standards and are suggesting that we have a 5 to 7-year review cycle and a comprehensive study is taken for any standards area that goes under review and discussed in detail the three phases and procedures involving review, revision, and implementation.
- She shared action items and next steps, noting they have developed a cross-departmental project team that would develop some of the protocols that make the implementation of the policy possible. They will publish the internal procedure manual. She also noted that they will come back with a timeline for the standards review and think about how they align all assessments in their resource planning with this information.
- Dr. Oxendine asked within the implementation phase modifying the assessment. Seems like any changes within the assessments, why would that not parallel something going on during the revision phase to ensure alignment. Dr. Norman-Wilson replied that they could think about how they incorporate that into their procedural manual and think about the assessments as part of the revision process.
- Mr. McDevitt asked if there was a need for a mid-cycle revision, could that be done? Dr. Wilson-Norman replied yes, and added that anytime they are implementing a new set of standards they would receive ongoing feedback for those new standards being implemented.

This item was presented for Discussion during the February 2018 State Board of Education meeting. (See Attachment SLA 2)

NEW BUSINESS

➤ *English-Language Arts and Mathematics Standards: Implementation Update*

- Ms. Christie Lynch Ebert Interim Director, K-12 Standards, Curriculum, and Instruction and Section Chief, K-12 Program Areas

Dr. Norman-Wilson stated that today's discussion will be about the new North Carolina Standards in Mathematics and ELA that will be implemented this upcoming school year. The Common Core Standards in Math and ELA will no longer be in classrooms in North Carolina and the new North Carolina Standards will be implemented. She then introduced Ms. Christie Lynch Ebert to present this item. Ms. Ebert provided update on the installation stage of the new Standard Course of Study chart for K-12 ELA and K-8 Mathematics and shared the alignment with implementation science as a framework to implement these content standards. She provided an overview at a glance of where we are today with the newest approved North Carolina Standards for ELA and Mathematics. Ms. Ebert shared four focus areas for efficient, effective, sustainable implementation:

- Communication and Visibility
- Professional Development
- Technical Assistance and Coaching
- Research and Evaluation

These four focus areas ensure that the new standards are implemented successfully from the State, to the LEAs, to the schools and to ultimately impact student success. Ms. Ebert further discussed each area, beginning with communication and visibility, to provide an update on the aligned efforts during this period of installation with the new North Carolina Standards.

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Communication was embedded throughout all phases for implementation of the standards. They were broken down into the state and local levels and shared State and local implementation and communication plans. She shared that in addition to face-to-face professional development opportunities, both content areas are providing professional development through virtual support and provided an ELA example in the form of a trio of courses – “The Canvas Trio,” and a K-8 Math Informational Webinar example. Technical assistance and coaching focuses on enabling support structures that can build upon the skills introduced within professional development and provided some digital or print support documents/publications. Ms. Ebert shared that a major resource in ELA that can be used in many ways to provide technical assistance or coaching is the Virtual Implementation Kit or VIK. The VIK includes an array of items, such as standards presented in a format that includes clarifications and glossary, over 150 lesson plans, text selection guide, independent sustained reading guides, parent guide, etc. She also provided two example resources from the VIK, the 12 Instructional Practices in the ELA Classroom, and the Parent Guide. Dr. Oxendine asked if parents could see the VIK on the school webpage. Ms. Ebert replied yes. Ms. White asked if parents would have access to all the materials presented today. Ms. Ebert replied yes, and that they are publicly available. The K-8 resources on the Math Wikispace and the NC Collaborative for Mathematics Learning were shared as examples for Technical Assistance and Coaching. She also shared some of the ways research and evaluation are used throughout the standards review, revision, and implementation process - focus groups, providing multiple ways to provide feedback, and incorporating an evaluation as a component training for all training and support documents. In closing, in looking at next steps, they would like to continue to foster this cross-sector collaboration when looking at our standards implementation, and plan to bring updates back to the Board.

ADJOURNMENT

Indicating no other business, SLA Committee Chair Davis adjourned the February 2018 SLA Committee meeting.

Vice Chairman Collins then recognized Mr. Reginald Kenan, Committee Vice Chair for the Healthy Responsible Students Committee.

HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT (Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)

NEW BUSINESS

➤ *Suspension and Expulsion in Early Childhood Programs*

- Mr. John Pruette, Executive Director, Office of Early Learning

Mr. Pruette shared with the Board the persistence of the pervasive practice of suspension and expulsion in early childhood programs and what our federal requirements will be specific to reporting beginning in 2019. He provided background information, noting that in 2014 both the US Department of Education and Health and Human Services issued a joint policy statement with the intention of raising the awareness about the exclusionary discipline practice and the early childhood settings while bringing attention to the racial and gender disparities in those disciplinary practices. He also provided information regarding the long-term negative impacts for children who were suspended and expelled from preschool. He noted that the data showed that in a 2005 Yale study, Dr. Walter Gilliam found that preschoolers were more likely to be expelled from early childhood programs than children in any other grades and are being expelled at three times the rate of children in K-12. While African American males made up 18% of the enrollment population across the nation they represent 48% of the students who were being expelled from programs.

Mr. Pruette explained that their recommendations were communicated to states around defining expulsions and suspension policies being clear about what that means in the early childhood space e.g., setting goals for improvement and analyzing data to assess progress; and investing in workforce preparation and development to prevent suspensions and expulsions.

He noted that this report was issued in 2014; since then DPI has developed an infrastructure, professional development, support across the state using IDEA funds focusing on supporting teachers and administrators and being more able to enable and support children’s positive behaviors in classroom. We are moving away from sending children home and are helping them learn how to manage their behaviors and be a participant in the classroom community. Mr. Pruette asked what has changed? Regulatory and accountability requirements. IDEA has long required tracking of disproportionate practices for children with disabilities around identification, placement and around disciplinary actions for children with disabilities. For the first time starting in 2019-20, we will be required to report to the federal government for children age 3 to 5, disciplinary actions for children with disabilities which would include suspension and expulsion. He shared that staff will be coming to the Board in the future to define a clear definition of suspension and expulsion, reporting requirements that will be specific to the LEAs, what will be the mechanism, and talking about local plans to decrease challenging behaviors and reduce suspensions and expulsions in those early childhood settings.

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ADJOURNMENT

Indicating no other business, HRS Committee Vice Chair Reginald Kenan adjourned the February 2018 HRS Committee meeting.

Vice Chairman recognized Mr. McDevitt for a New Business item. Mr. McDevitt replied that without objection he would like to work with the chair and staff and take a more comprehensive look and bring a resolution back the Board. Vice Chairman Collins stated to add it to the agenda for next month.

VICE CHAIRMAN'S CLOSING COMMENTS

Vice Chairman Collins thanked everyone for two days of hard work and noted that under Superintendent Johnson and Dr. Maria Pitre-Martin leadership, staff has come forth with a lot of information for this Board. He stated that we have gained much from the discussions and as a result received the benefit of that work.

Vice Chairman Collins noted that there were a number of things that will be returning, specifically the budget, and everyone needs to recognize from a scheduling standpoint that unless Mr. Alcorn and Superintendent Johnson are able to work miracles, there may be so much more discussion needed.

He also noted that Ernst & Young will be getting an operational view of the department. Vice Chairman Collins stated that the legislative short session was on the horizon and he asked Board members to communicate with Ms. Holden and with Superintendent Johnson with respect to legislation that you believe may need to be considered, so that we can have a legislative plan for the upcoming short session.

As Superintendent Johnson stated on Wednesday, February 5-9 was National School Counseling week and that the work of school counselors cannot be underestimated and expressed our whole-hearted support for our school counselors across the state, next week and throughout the year.

Vice Chairman Collins stated that on behalf of the Board, he thanked Board members, Board advisors, staff and everyone in attendance for being part of this months' meeting.

With no other business items to come before the Board, Vice Chairman Collins asked for a motion to adjourn from the February 2018, SBE meeting.

Upon motion by Mr. Eric Davis and seconded by, Ms. Amy White, Board members voted unanimously to adjourn the February 1, 2018, meeting of the State Board of Education.